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ABSTRACT

Developed for a high school quinmester unit on improving sentence structure and variety, this guide provides the teacher with teaching strategies to aid students in learning to use sentence variety through a study of phrases, clauses, types of sentences, and transitional elements. Course objectives are listed along with a rationale for the course and its content. Teaching strategies include examples of exercises and directions for completing them. The guide concludes with a list of student resources, teacher resources, and periodicals. (RB)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

LANGUAGE ARTS
Improving Sentence Structure and Variety
5113.37
5114.38
5115.38
5116.38

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IMPROVING SENTENCE STRUCTURE AND VARIETY

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English

THE DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1973

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COURSE NUMBER

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COURSE TITLE: IMPROVING SENTENCE STRUCTURE AND VARIETY

COURSE DESCRIPTION: Learning to use sentence variety through a study of phrases, clauses, types of sentences, and transitional elements.

I. OBJECTIVES

A. Given specified kernel sentence patterns, the student will produce acceptable sentences in those patterns.

B. Given appropriate kernel sentences, the student will produce grammatical variations: questions, negatives, requests, the passive, and the there transform.

C. Given an appropriate kernel sentence, the student will transform a prepositional phrase into an indirect object.

D. Given two appropriate kernel sentences, the student will combine them by transforming the insert sentence into an objective complement.

E. Given appropriate practice activities, the student will write correct sentences containing noun-noun combinations.

F. Given two or more appropriate sentences, the student will combine them into one acceptable sentence by using a coordinate conjunction or correlatives to produce compound sentence elements.

G. Given two appropriate sentences, the student will combine them into a compound sentence, using one of the following:

1. a coordinate conjunction (and, but, or, nor, for, so, yet), usually preceded by a comma

2. a semicolon and a connector (moreover, however, therefore, ...)

3. a semicolon, with no connecting word

H. Given two appropriate sentences containing the same noun phrase, the student will combine them by transforming the insert sentence into a relative clause.

I. Given two appropriate sentences, the student will combine them into one, transforming the insert sentence into a subordinate clause introduced by a subordinate conjunction (if, as, whether, although, though, unless, while, before, since, after, because, so that, ...).

J. Given two appropriate sentences, the student will combine them into one by transforming the insert sentence into a clause of comparison.

K. Given two appropriate sentences, the student will combine them by transforming the insert sentence into a subordinate clause which functions as a noun substitute in the base sentence.

L. Given a sentence containing an indirect statement or question, the student will change it into a correctly punctuated sentence containing a direct quotation.

M. Given examples of grammatical ambiguity, redundance, and incomplete sentences, the student will write corrected or improved sentences.

II. COURSE CONTENT

A. Rationale

Teachers of English language arts are very much aware of the attention being given, on both national and state levels, to the assessment of student achievement in such areas as reading and writing skills. Results of a recent survey by the National Assessment of Educational Progress indicate that students at all educational levels are markedly deficient in writing skills. A paucity of adjectives and adverbs and the primitive use of punctuation in the writing of thirteen-year-olds were attributed to lack of training. In all four age groups surveyed, including young adults, the writers in general used simple sentence structures and the most common punctuation marks.[1] These findings, together with objectives developed at the state level, have served as guidelines in determining the objectives of this quinmester course for the junior high school student.

1. Dr. Benjamin Fine, "Basic Writing Techniques Seem Foreign to Students" (Miami Herald, May 4, 1972).

The approach to be used was indicated by recent research, particularly the work of John C. Mellon[2] and Frank O'Hare.[3] For this study, Dr. O'Hare, of Florida State University, developed a method for providing sentence-combining practice without instruction in formal grammar.

B. Range of material

The major emphasis in this course is on the use of models to show students how to transform kernel sentences in various ways and how to combine simple sentences into compound or complex sentences. In addition, preliminary practice is provided in identifying and writing kernel sentences and in recognizing and using the different word classes, with attention given to problems of usage. Teachers can determine how much formal grammar instruction and grammatical terminology can profitably be used with their students. Models and exercises provide for practice, and the use of formal terminology may be kept to a minimum. Pretesting will indicate which sections may be omitted by individual students or by an entire class.

III. TEACHER STRATEGIES

A. Given specified kernel sentence patterns, the student will produce acceptable sentences in those patterns.

1. Introduce the NP (noun phrase) + be + NP pattern. Give any needed instruction in the characteristics of the word classes involved and in related usage problems. Then have students write original sentences in that pattern.

a. By scrambling the word order of a sentence, demonstrate the importance of word order in the English sentence. Explain that most sentences are based on relatively few patterns.

2. John C. Mellon, Transformational Sentence-Combining: A Method for Enhancing the Development of Syntactic Fluency in English Composition (Urbana, Illinois: NCTE, 1967).

3. Frank O'Hare, Sentence-Combining: Improving Student Writing without Formal Grammar Instruction (Urbana, Illinois: NCTE, 1973).

b. Give examples of the NP + be + NP pattern, including examples of all four kinds of noun phrases. Lead students to conclude that the two noun phrases in each sentence refer to the same person or thing.

- Johnny will be the pitcher.
- The visitor was a raccoon.
- Honesty is a virtue.
- Those men are carpenters.
- They are immigrants.
- Someone must be the leader.

Help students divide the sentences into the three parts. (Johnny + will be + the pitcher.)

c. Have students study the example sentences and then elicit from them, as much as possible, identification of the four kinds of noun phrases in kernel sentences: proper noun, (determiner +) common noun, indefinite pronoun, and personal pronoun. Then examine the characteristics of each type.

(1) Proper noun

Most junior high students will know that proper nouns are names of particular persons or things: Johnny, Miami, Ohio, Mrs. Steiner, Second National Bank of Hobbs City, ... Provide practice in capitalizing proper nouns for those students who need it.

(2) (Determiner +) common noun

(a) Count and noncount nouns

Guide students to discover that a word like visitor and raccoon can form a plural and can be counted: two visitors, three raccoons. On the other hand, words like honesty, furniture, and laziness do not have plural forms; two honesties and three furnitures are ungrammatical.

Have students add to a list of count nouns and one of noncount nouns. Then provide activities in identifying each type.

SAMPLE PRACTICE EXERCISE

Directions: A proper or common noun can serve as the first part of a kernel sentence, the noun phrase. Complete each sentence with a noun and identify it as count or noncount. Try to vary the kinds which you use.

common; count	Those trees are live oaks.
_____	That _____ is expensive.
_____	Their _____ is new.
_____	_____ is here.
_____	The _____ are on the stage.
_____	_____ is a star.
_____	_____ is a necessity.
_____	Her _____ is admirable.
_____	_____ is a problem.

Exercises from available textbooks could be given to students who show the need for instruction and practice activities in writing noun plurals. Some, particularly students of English as a second language, may need oral practice as well.

(b) Other classifications of nouns: concrete and abstract; general and specific; animate and inanimate; human and nonhuman.

(c) Noun-forming Morphemes

Ask questions like the following:

- What is the word for one who writes? begs? governs? (writer; beggar; governor)

- What is the word for the state of being a child? Can you think of other words ending in hood?

- What is the word for the state of being happy? What other words end in ness?

Lead students to the conclusion that certain endings can be added to other words (adjectives and verbs) to form nouns. Following is a partial list of noun-forming morphemes which can be used in vocabulary and spelling activities:

writer (ar, or)	applicant (ent)
happiness	countess
cupful	booklet
importance (ence)	postman
government	cigarette
agency	dictionary
vision	employee
attraction	childhood
communist	hardship
communism	kingdom
community	biology

(d) Determiners

Give examples of determiner + common noun and guide students in classifying the determiners as articles, demonstratives, possessives, numbers, or quantifiers. Then have students suggest additions to the incomplete lists.

the paper	four children
some food	all students
this book	several men

my house any answer

many pets an accident

a pet each girl

If they do not recognize some as a non-definite article, give them examples like the following:

- She bought the food. (definite)
  She bought some food. (nondefinite)

- The boys were there.
  Some boys were there.

Articles

Definite	Nondefinite*
the	a (an)
	some

Demonstratives

this	these
that	those

Possessives

my	our
your	your
his, her, its	their

Numbers

one, two, three...
first, second, last...

Quantifiers

all	no
any	each
both	either
much	neither
several	most
more	every
few	some

*The null article has been omitted in order to simplify instruction for those students who have never been introduced to determiners as such. The teacher, however, may choose to include it.

Explain that some is a quantifier, not an article, when it indicates quantity, as in the sentence:

- Some students liked the program, but they were in the minority.

Have students read the sentence aloud and note the stress on the word some when it is a quantifier.

Point out that a determiner can serve as a signal that a noun follows. After some determiners, however, the noun may be omitted when it is clear which noun is meant.

- This ~~book~~ is mine.
- Either ~~answer~~ is partially correct.

Give examples of determiner phrases, demonstrating that some determiners can appear in a series in a definite order. Ask students to suggest others.

- one of his many friends
- several of those books
- some of the students
- either of these two films
- much of the food

(e) Provide practice activities in recognizing common nouns and determiners

SAMPLE PRACTICE EXERCISE

Directions: Put one line under all determiners and determiner phrases and a double line under all nouns.

- All men are equal under the law.
- Either of the boys would be a good captain.
- Most of the students enjoyed these first two stories.
- Several of his many friends are planning a surprise for him.
- Every girl should report to the auditorium at once.
- Both of those boys are my cousins.

(3) Indefinite pronouns

Students can learn to recognize the indefinite pronouns easily if they remember that they are made up of the following seven words:

some		
any		body
no	+	one
every		thing

somebody	anybody	nobody	everybody
someone	anyone	no one	everyone
something	anything	nothing	everything

Guide students to conclude that each indefinite pronoun refers to one person or thing. Give examples of formal usage in agreement of the possessive determiner with the indefinite pronoun and provide practice if needed.

- Everybody was in <u>his</u> place.
- Somebody left <u>his</u> books here.
- No one would give <u>his</u> opinion.

(4) Personal pronouns

Introduce only the forms used in this pattern: I, you, he, she, it, we, they.

Present the use of these forms of the personal pronouns after <u>be</u>. Ask the students to reverse the position of the two noun phrases in sentences like the following:

- They are the champions.
- She is the prom queen.
- He is the boss.

Explain that, while these sentences may sound awkward and would ordinarily be avoided, this practice will prepare them to use the accepted forms in more complex sentences like these:

- It was he who finally solved the problem.

- The first to arrive were she and Joe.

d. Present the forms of be in sentences with the personal pronouns as subjects. Have students supply the forms.

Present tense forms	Contractions
- I am a member now.	I'm
- You ___ the first arrival.	You're
- He (She) _____the president.	He's (She's)
- It_____the first meeting.	It's
- We _____ members.	We're
- You _____ members.	You're
- They _____ officers.	They're

Past tense forms

- Last year I was a member.
- Last year you _____ the president.
- Last year he (she) _____ the treasurer.
- Last year it _____ the only club.
- Last year we _____ members.
- Last year you _____ members.
- Last year they _____ officers.

After modals

- He will be the next president.
- You should be a member.

After have

- He has been a member for two years.

After be

- He is being very cooperative this week.

e. Explain that a kernel sentence is made up of two parts: a noun phrase which functions as the subject and a verb phrase which functions as the predicate. The verb phrase contains a form of be or a verb. If it contains be, it also includes the complement which follows: a noun phrase, an adjective, or an adverbial of place.

SAMPLE PRACTICE EXERCISE

Directions: Draw a line between the noun phrase which functions as the subject and the verb phrase which functions as the predicate.

- Two of his books were novels.

- Someone will be a winner.

- Snoopy is a beagle.

- A few of the players were sophomores.

- Most of our swimmers are champions.

- One of his three sisters is a beauty.

f. Provide any needed instruction and practice in usage problems of subject/be agreement and agreement of the possessive determiner when the subject is a common noun preceded by a determiner phrase. Give example sentences:

- Both of the boys are pitchers.

- Neither of the choices is a good one.

- Each of the students is responsible for his own costume.

- All of the cast members are in their costumes.

By observing the examples, students should conclude that, when the subject consists of a determiner phrase + common noun, the verb or be agrees with the word before of in the determiner phrase.

SAMPLE PRACTICE EXERCISE

Directions: Complete each sentence by adding the correct form of be (present tense) + a noun phrase. Then change the present of be to the past.

- One of the boys _____.
- Most of the players _____.
- Neither of those men _____.
- All of these men _____.
- Every one of the horses _____.

g. Provide practice activities in which the students first supply parts of NP + be + NP sentences and then produce entire sentences.

SAMPLE PRACTICE EXERCISE

Directions: Complete each sentence by supplying an example of the specified type of noun phrase as the subject.

- (Proper noun) is the principal.
- (D + common noun) are students.
- (Common noun) is his first interest.
- (Personal pronoun) are candidates.
- (Indefinite pronoun) is a problem.
- (Personal pronoun) is a singer.

2. Introduce the NP + be + Adj pattern. Give any needed instruction in characteristics of adjectives and intensifiers (qualifiers). Then have students write original sentences in this pattern.

a. Give examples of the NP + be + Adj pattern.

- His sister is pretty.
- Gene is ambitious.
- Connie was being helpful.

- His parents have been patient.

- One of the guests was rude.

b. Demonstrate the characteristics of adjectives.

(1) Adjectives are words that fit into the blanks after be + very in sentences like the following:

- The boy is very_____.

- Her speech was very_____.

(2) Most adjectives can be compared:

- tall, taller, tallest

- funny, funnier, funniest

- beautiful, more beautiful, most beautiful

Irregular forms:

- good, better, best

- bad, better, best

- well, better (referring to health), best

Provide any needed practice activities in the use of the comparative and superlative forms.

(3) Adjective-forming suffixes

SAMPLE EXERCISE

Directions: Look up the following adjective suffixes in the dictionary and find the meaning which pertains to the example word given. Then find another example for each suffix and use it in a sentence.

-y cloudy

-ive destructive

-able readable

-ible legible

-ful	thoughtful
-less	homeless
-al	national
-ly	friendly (noun + ly = adjective)
-ar	circular
-ary	imaginary
-ic	poetic
-ish	boyish
-ous	famous
-ent	different
-en	golden

Directions: The suffixes -ing and -ed can also be adjective suffixes. Use the be + very test to decide which of the following words are adjectives and which are verb forms. Use each adjective in a sentence in the NP + be + Adj pattern. (Can any be either an adjective or a verb form?)

interesting	tired
closing	wounded
amusing	aged
fascinating	exchanged
hoping	fatigued
tiring	frightened
boring	worried

c. Introduce words like very as a small group of words (intensifiers) which tell how much or to what degree about adjectives or adverbs.

very	somewhat	rather
too	quite	so

Some -ly words are used as intensifiers:

fairly common

especially helpful

terribly frightened

d. Have students write sentences in the NP + be + Adj pattern, using an intensifier before the adjective.

3. Introduce the NP + be + Adv-p (adverbial of place) pattern and have students write sentences in that pattern.

a. Give examples of sentences in which the adverbial of place is an adverb.

- The dog is outside.
- Janet is upstairs.
- The helicopter is overhead.
- The letter is here.

Ask students what kind of meaning is indicated by the underlined words, and identify them as adverbs of place.

b. Give examples of sentences in which the adverbial of place is a prepositional phrase.

- The dog is <u>in the yard</u>.
- Someone is <u>at the door</u>.
- The cat is <u>under the chair</u>.
- His kite is <u>on the roof</u>.

Identify the underlined parts as prepositional phrases, which consist of a preposition followed by a noun phrase. Ask students to suggest other prepositional phrases which can serve as adverbials of place and list them on the board.

c. Ask students to contribute NP + be + Adv-p sentences orally, using either an adverb or a prepositional phrase. List the sentences on the board, and have the students identify the adverbial of place as an adverb or a prepositional phrase.

d. Have students write original sentences in the NP + be + Adv-p pattern.

e. Give review activities in the three <u>be</u> patterns.

SAMPLE REVIEW EXERCISE

Directions: Complete each sentence with the form specified.

- My father is (D + common noun).
- The surgeon is (proper noun).
- His office is (Adv-p).
- It was (personal pronoun) at the door.
- The movie was (Adj).
- The speaker will be (indefinite pronoun) in the class.

4. Introduce the NP + V_I pattern. Give instruction and practice activities in the use of verbs and adverbials, and have students write sentences in the pattern.

a. Give examples of NP + V_I (intransitive verb) sentences.

- The baby coughed.
- The girl is crying.
- Jack was laughing.
- Everybody has arrived.
- The faucet leaks.

Have students divide the sentences between the NP and the verb phrase. Explain that in this pattern the verb phrase may consist only of a

verb and that a verb which can end a sentence is called an intransitive verb.

b. Give instruction and practice activities in understanding the characteristics of verbs.

(1) Tense

(a) Give examples of verbs in the present tense and have students supply the past tense:

- Every day I listen to the 6:00 news.
  Yesterday I _____ to the 6:00 news.

- Every day he plays baseball.
  Yesterday he _____ baseball.

- Every day we copy the assignment.
  Yesterday we _____ the assignment.

(b) Explain that English verbs have two tenses in form: present and past. In these two forms, the tense change takes place in the verb itself. In other forms, the tense, present or past, is contained in the auxiliary. (I am going, I was going; he has gone, he had gone.)

(c) Some students may need oral and written practice in using the s form of the present tense in sentences:

- He (present + read) well.

- She (present + be) pretty.

- It (present + rain) every day.

- He (present + go) to a judo class.

- She (present + do) her best.

(d) Guide students in listing the kinds of noun phrases which are followed by the s form of the present tense, giving examples.

- singular common or proper noun

- he, she, it

- indefinite pronoun

(e) Provide practice activities for students who use incorrect forms of the past tense of irregular verbs.

(2) Modal + plain form of verb

(a) Give examples of modal + verb, pointing out that the tense is contained in the modal and that the word tense refers to form, not time.

- I shall work harder.

- You may leave.

- He should arrive soon.

MODALS

Present tense	Past tense
shall	should
will	would
can	could
may	might
must	(none)

(b) For the teacher who wishes to give instruction in the meanings and usage of the modals, helpful sources are The Roberts English Series Complete Course and Dynamics of Language, Book 3.

(3) Have + past participle

(a) Give examples of the present and past of have + the past participle:

- They have gone home.
  He has gone home.

- He had gone home earlier.

(b) Demonstrate that, in a verb phrase consisting of a (modal + the plain form of

the verb) and (have + past participle), have is the verb after the modal as well as the auxiliary before the past participle:

- He would have gone home.
- They must have left.
- He might have heard it.

(c) Provide activities, if needed to correct such usage items as "he would of gone."

(4) Be + ing form

(a) Give examples of sentences with be + ing:

- He is going to the game tonight.
- He was going to the game last night.

(b) Some students may need practice in applying the rule for doubling the consonant before a suffix beginning with a vowel, as in getting, hopping, forgetting, beginning, occurring.

(c) Demonstrate the regular structure of the English verb phrase: modal + plain form, have + past participle, and be + ing, when included, always appear in that order.

- He will go. (modal + plain form)
- He will be going. (modal + plain form of be; be + ing)
- He will have gone. (modal + plain form of have; have + past participle)
- He will have been going. (modal + plain form of have; have + past participle of be; be + ing)

(5) Verb-forming morphemes

Provide activities in adding verb-forming prefixes and suffixes to base morphemes.

(5) SAMPLE EXERCISES

Directions: Write the verbs ending in -fy which have the following meanings. Use each word in a sentence.

- make simple
- make pure
- make clear
- make beautiful
- make just
- make electric

Directions: Make verbs of the following words by adding -ize and use each word in a sentence.

- civil
- standard
- tranquil
- legal
- union
- idol

Directions: Make a verb by adding -en to each of the following words and give the meaning of each.

- fright	- fat
- length	- thick
- broad	- soft
- sweet	- short
- sick	- weak

Directions: Change the following words to verbs by attaching the prefix -en and use each in a sentence.

- act
- gulf
- courage
- able
- slave
- dear
- fold
- rich

Directions: Change the following words to verbs by attaching the prefix be- and write a definition for each.

- calm
- cloud
- friend
- little
- witch
- wail

c. Give instructions and practice activities in understanding the characteristics of adverbials.

(1) Have students add prepositional phrases functioning as adverbials of place to NP + V_I sentences like the following:

- The baby crawled_____.
- The boy shouted_____.
- The team played_____.
- The men worked_____.
- The children watched_____.

(2) Give instruction and practice in using adverbs of manner.

(a) Ask students to complete NP + V_I sentences with words that tell <u>how</u> about the verb.

- The baby gurgled_____.
- The boy shouted_____.
- The team played_____.
- The men worked_____.
- The children watched_____.

(b) Guide students to conclude that most adverbs that tell <u>how</u> (adverbs of manner) are formed by adding -ly to adjectives:

- happy ------happily
- contented---contentedly
- sweet-------sweetly
- fierce------fiercely
- glad--------gladly
- natural-----naturally

(c) Explain that a few adverbs of manner like <u>hard</u>, <u>straight</u>, <u>high</u>, and <u>fast</u> have the same form as adjectives.

- The building is high. (adjective)
- The kite flew high. (adverb)

(d) Provide practice in the use of the adverb <u>well</u> for those who need it.

(3) Give instruction in adverbials of time.

(a) Ask students to add words or prepositional phrases telling <u>when</u> to sentences like the following:

- They arrived_____.
- The bus left_____.
- The game ended_____.

- The movie starts_____.

- The team practiced_____.

(b) Guide students to conclude that an adverbial of time may be one of three structures:

- adverb (then, now)

- prepositional phrase (in the morning, at 8:00)

- noun phrase (this morning, next week)

(4) Ask students to list words which tell how often (adverbs of frequency) and write NP + V_I + Adv-$_f$ sentences.

Examples: often, frequently, sometimes, every day, usually.

d. Introduce two-part intransitive verbs.

(1) Give examples of sentences with two-part intransitive verbs.

- He gave up.

- He gave in.

- The little boy was showing off.

- Adam got up.

- The mixture blew up.

- They made up after the argument.

- The gun went off.

(2) Ask the students to define the underlined words. They will discover that the meaning of the two words together is not the same as the meanings of the individual words and that sometimes one word will give the meaning of the two-word combination. Although the second word is sometimes a preposition, in cases like this it is a part of the verb (a particle).

(3) Have students add prepositional phrases to the example sentences.

5. Introduce the NP + V_T + NP pattern, including the use of personal pronoun objects and adverbials. Provide practice activities.

   a. Give examples of NP + V_T + NP sentences:

      - A mockingbird attacked the cat.
      - Ethelbert got the message.
      - His father plays the guitar.
      - Brenda quit her job.
      - Jasper wrecked his motorcycle.
      - Mrs. Greenbaum has hired a gardener.
      - The vice-president will conduct the meeting.
      - The burglar left footprints.

      Have students note that the two noun phrases refer to different persons or things. Explain that the second is called the object of the verb and that a verb which has an object is called a transitive verb.

   b. Have students supply the object forms of the personal pronouns:

      - She saw __(I)__.
      - I envy__(he)__.
      - He loves (she)____.
      - Someone invited (they).

      (Practice activities in usage will be provided later with compound subjects and objects.)

   c. Have students supply the reflexive pronouns, and provide practice for any who use "hisself" or "theirselves."

      - I hurt myself____.
      - You should see_____.

- He likes_____.
- She praised_____.
- The cat washed_____.
- We could see_____.
- You (pl.) should not blame_____.
- They starved_____.

d. Have students add adverbials to sentences like those in section a. Then have them shift the positions of the adverbials and compare the results in meaning and effectiveness.

e. Have students write sentences in this pattern, adding adverbials.

f. Introduce two-part transitive verbs and provide practice activities.

(1) Give example sentences:

- He threw away the paper.
- I gave up the idea.
- The alarm woke up the baby.
- The saboteurs blew up the bridge.
- The woman ran up a bill at the dress shop.
- He has made up his mind.
- He made up the story.
- She turned on the lights.
- The robbers held up the bank teller.
- They cleaned up the neighborhood.
- They cleaned out the refrigerator.
- He put on his uniform.

- He put out the fire.

- The teacher put off the test.

- He put across his ideas.

(2) Have students try to change each sentence by putting the direct object between the verb and the particle. Explain that many, but not all, two-part verbs are separable in this way.

Some nonseparable two-part verbs:

- We went over the plans

- Sandy is getting over the disappointment.

- Tim takes after his father.

(3) Ask students to substitute personal pronouns for the noun objects in the example sentences. They will discover that a pronoun object must come between the two parts of the verb: He threw it away. I gave it up.

(4) Give examples of sentences with two-part verbs and contrasting sentences with prepositional phrases. Call attention to the difference in intonation--the greater stress on the particle of a two-part verb than on a preposition.

- He turned down the light.
  He turned down that street.

- We went over the plans.
  The fish went over the dam.

- She looked up the answer.
  She looked up the street but couldn't see him.

- He looked over the schedule.
  He looked over your shoulder.

(5) Provide practice activities.

SAMPLE PRACTICE EXERCISE

Directions: Use each of the following pairs of words first as a two-part verb and then as a verb and a preposition.

- point -- out (point out an error; point out the window

- turn -- off (turn off the oven; turn off the highway)

- back -- up (back up the truck; back up the street)

- look -- over (look over the plans; look over his shoulder)

- run -- up (run up a bill; run up the street)

6. Introduce the NP + linking verb + Adj pattern, and have students write sentences.

   a. Give examples like the following

      - Father seems tired.

      - You are acting silly.

      - I feel bad (good) about it.

      - I feel sick (well).

      - The milk tastes sour.

      - Something smells good.

      - The yard looks beautiful.

      - That cough sounds ominous.

      Explain that this pattern is usually limited to the verbs used in the examples.

   b. Have students write sentences in this pattern, including among the adjectives good, bad, and well.

7. Introduce sentences with become and remain, showing that these two verbs can be followed by either a noun phrase or an adjective. Have students write similar sentences.

   - He became a musician.

   - He became discouraged.

8. Introduce sentences in the mid-verb pattern and have students write sentences.

   a. Give examples like the following:

      - The board measures ten feet in length.

      - The baby weighed seven pounds.

      - The book cost two dollars.

      - Barnaby has a cold.

   b. Have students identify the difference between the two sentences in each pair:

      - The apples weighed two pounds.
        The grocer weighed the apples.

      - The rug measured twelve feet in length.
        The salesman measured the rug.

   c. Demonstrate that a sentence in the direct object pattern can be made passive, while a mid-verb sentence cannot. Explain that this is the reason why have is considered a mid-verb. Have students write sentences of both types.

B. Given appropriate kernel sentences, the student will produce grammatical variations: questions, requests, the passive, and the there transform.

   1. Practice in forming questions, negatives, and requests may be needed by students who use non-standard or non-English structures. Demonstrate models of statements changed to questions, and have students state the rule from observing the changes made. Provide practice activities as needed.

      a. Yes/no questions (expecting the answer yes or no)

(1) Give examples of the yes/no transformation when the verb phrase includes be or an auxiliary.

- Juan is here. ⟹ Is Juan here?

- Juan is going home. ⟹ Is Juan going home?

- Juan has gone home. ⟹ Has Juan gone home?

- Juan should go home. ⟹ Should Juan go home?

(2) Guide students to describe the change from statement to question. Rule: If the verb consists only of the present or past of be, the positions of subject and be are reversed. If the verb includes an auxiliary, the positions of the subject and the first auxiliary (which carries the tense) are reversed.

(3) If students need to review the forms of be, have, and the modals, a list of the forms may be helpful in practicing this transformation. Remind students that tense refers to form, not time.

	Present	Past
be	am, is, are	was, were
have	have, has	had
modals	may	might
	can	could
	shall	should
	will	would
	must	(none)

(4) In oral practice, students learning English as a second language may need help with the intonation, a rise in pitch at the end of a yes/no question.

(5) Give oral and written practice activities as needed.

SAMPLE PRACTICE EXERCISE

Directions: Change the following statements into yes/no questions:

- The boys are in the shop.

- Mother is baking pizza.

- They have been playing baseball.

- The baby has gone to sleep.

- You are going to that movie.

- Charles will go with you.

b. Yes/no questions with do transformation

(1) Give models of the transformation.

(pres. + know)
You know Susan. ⟹ (pres. + do)
Do you know Susan?

(pres. + go)
The bus goes past here. ⟹ (pres. + do)
Does the bus go past here?

(past + win)
Louis won the election. ⟹ (past + do)
Did Louis win the election?

(2) Guide students to observe that do in these questions has no dictionary meaning--that it merely serves to carry the tense, present or past. The order of the parts of the sentence are as follows: (tense + do) + subject + plain form of verb.

(3) Provide practice activities as needed.

SAMPLE PRACTICE EXERCISE

Directions: Change the following statements into questions:

- They come early. They came early.

- You write to him. You wrote to him.

- Joe drives the car. Joe drove the car.

- The Clarks live here. The Clarks lived here.

- His uncle owns that shop. His uncle owned that shop.

- The girls speak French. The girls spoke French.

c. Wh questions beginning with where, when, how, or how often (adverbials of place, time, manner, and frequency)

(1) Give a model of the transformation from statement to question, and have students describe the changes that take place.

You were there. ⟹ Where were you?

Two changes are involved in this question transformation: the statement is changed to a yes/no question, and where is substituted for there and moved to the beginning of the question. The process can be illustrated as follows:

- You were there.

- Were you there? (yes/no)

- Where were you? (where substituted for there and moved to beginning)

(2) Give examples with adverbials of time, manner, and frequency:

- The game starts at 8:00. ⟹ When does the game start?

- The children played happily. ⟹ How did the children play?

- He practices every day. ⟹ How often does he practice?

(3) Provide practice activities as needed.

SAMPLE PRACTICE EXERCISE

Directions: Substituting where, when, how, or how often for the underlined words, change the following statements into questions.

- He does his work well.

- He sees her frequently.

- They arrived yesterday.

- The cat is under the sofa.

- He drives carelessly.

- The play will be given later.

d. Wh questions with who or what

(1) Give models of wh question transformations in which the interrogative pronoun functions as the subject.

The coach spoke at the rally. ⟹ Who spoke at the rally?

Lightning killed that tree. ⟹ What killed that tree?

Students will note that the substitution of who or what for the subject is the only change in wording or word order.

(2) Give models or question transformations in which the interrogative pronoun functions as the direct object or object of a preposition.

The manager hired Tony. ⟹ Whom did the manager hire?

The award was given to Oscar. ⟹

To whom was the award given?

OR

Whom was the award given to?

Ask what additional changes take place when the pronoun is an object. (yes/no transformation)

Discuss levels of usage, with students identifying the more formal of the last two examples. Explain that, in informal spoken English, who is usually considered acceptable usage when it comes at the beginning of a sentence or clause, even though it is an object.

(3) Provide oral and written practice activities as needed.

SAMPLE PRACTICE EXERCISE

Directions: Change the following statements into questions, substituting who, whom, or what for the underlined words and making any other necessary changes. Follow formal written usage.

- Someone came with Tom.
- Tom came with someone.
- She invited someone to the dance.
- Something happened.
- Della found something.
- She was talking to someone.
- The detective was following someone.
- You live near someone.

2. Have students observe the position of not in negative statements and questions. Provide oral and written practice activities as needed.

a. Give examples of negative statements.

He is going home. ⟹ He is not going home.
He isn't going home.

He will go home. ⟹ He will not go home.
He won't go home.

He has gone home. ⟹ He has not gone home.
He hasn't gone home.

Not follows (tense + be), (tense + have), or (tense + modal).

He goes to school. ⟹ He does not go to school.
He doesn't go to school.

They went to school. ⟹ They did not go to school.

They didn't go to school.

(If the verb does not include an auxiliary or be, a form of do is added to carry the tense.)

b. Give examples of negative questions.

Will he go home? ⟹ Will he not go home?
Won't he go home?

Does he go to school? ⟹ Does he not go to school?

Doesn't he go to school?

Have students note the difference in the position of not when a contraction is used.

c. Provide practice activities as needed.

SAMPLE PRACTICE EXERCISES

Directions: Make the following statements negative, using contractions:

- She likes baseball.

- He is working there.

- I have answered the letter.

- Al will drive the car.

- He replaced the fan belt.

- They live there now.

Directions: Make the preceding statements into questions and then make the questions negative, using contractions.

3. Present the request transformation and provide practice activities.

   a. Give the students models like the following:

      You will close the door. ⟹ Close the door.

      You will read the poem. ⟹ Read the poem.

      By observing this transformation, students will see that you is understood as the subject of a request (imperative).

      Ask how the preceding requests could be softened in tone. They will suggest the addition of please. If they do not suggest the tag question, show this transformation:

      You will close the door. ⟹ Close the door, will you?

   b. Provide practice activities as needed.

      SAMPLE PRACTICE EXERCISE

      Directions: Change the statements to requests. Then rewrite the requests, using please or a tag question.

      - You will read that paragraph aloud.

      - You will be there on time.

      - You will call Harriet.

      - You will drive carefully.

      - You will answer the phone.

      - You will hang up your jacket.

   c. Give models of negative requests and provide practice.

      Answer the question. ⟹ Don't answer the question.

      Close the door. ⟹ Don't close the door.

4. Present the passive transformation and provide practice activities.

   a. Give models of the passive transformation.

      Everyone likes Ginny. ⟹ Ginny is liked by everyone.

      Chris won the tennis match. ⟹ The tennis match was won by Chris.

      The agency will help them. ⟹ They will be helped by the agency.

      Someone has found the cars. ⟹ The cars have been found (by someone).

      Someone had stolen the cars. ⟹ The cars had been stolen.

      Miss Jones is directing the play. ⟹ The play is being directed by Miss Jones.

   b. Ask the students what the pattern of the original sentence is. Then ask them to describe the changes that are made in transforming it to the passive. They should make the following observations:

      - The object in the original sentence becomes the subject of the passive transform.

      - If the verb phrase of the original sentence has no auxiliary, the tense of the verb is applied to <u>be</u> in the passive and the past participle of the verb is added.

        Everyone likes (present + like) Ginny.

        Ginny is (present + be) liked (past participle) by everyone.

      - If the verb phrase of the original sentence contains an auxiliary (be, have, or a modal), the verb phrase of the passive consists of the appropriate form of the auxiliary to agree with the changed subject + the appropriate form of <u>be</u> + the past participle of the verb.

The agency will + help them.
They will + be + helped by the agency.

Someone has + found the cars.
The cars have + been + found.

- The subject of the original sentence becomes the object of the preposition by following the verb in the passive. The by phrase may be omitted.

c. Provide practice activities as needed.

SAMPLE PRACTICE EXERCISE

Directions: Change the following sentences to the passive, referring to the models if necessary.

- Someone speaks Spanish here.
- Jackie baked this cake.
- Margie is planning the party.
- Someone must send the order before Tuesday.
- Someone has installed a pool at the park.
- Mr. Martin sold that house.

5. Present the there transformation and provide practice activities.

a. Give models of the there transformation.

A wasp was in the car. ⟹ There was a wasp in the car.

Ten boys were in the judo class. ⟹ There were ten boys in the judo class.

A boy and a girl are in the family. ⟹ There are a boy and a girl in the family.

b. Have students observe and describe the changes made.

c. Ask the students to compare the meanings of there in the two sentences which follow. They will see that, whereas there in the first sentence is an

adverb meaning "in that place," there in the second sentence has no lexical meaning and is a different kind of word (expletive).

- John is there.

- There is a television set in the room.

d. Provide practice activities as needed. This practice is helpful for students who have difficulty with subject-verb agreement in there transforms.

SAMPLE PRACTICE EXERCISES

Directions: Change the following sentences to the there transform.

- Thirty students are in the class.

- No books are available.

- About twenty people will be at the meeting.

- Few books are on the shelves.

- Nothing was in his locker.

- Two rings and a wallet are in the office.

Directions: Supply the correct form of the present of be.

- There _____ no answers to the problem.

- There _____ many questions to be answered.

- There _____ no excuse for his actions.

- There _____ a dollar bill and some pennies in the wallet.

C. Given an appropriate kernel sentence, the student will transfer a prepositional phrase into an indirect object.

1. Give models of the indirect object transformation.

Jerry gave a bone to his dog. ⟹ Jerry gave his dog a bone.

The librarian told a story to the children. ⟹ The librarian told the children a story.

Mr. Crane bought a horse for his son. ⟹ Mr. Crane bought his son a horse.

The teacher asked the question of Andy. ⟹ The teacher asked Andy the question.

2. Have students describe the changes that take place in this transformation. Present the term <u>indirect object</u>.

3. Ask students to transform the following sentence to the passive. They will discover that there are two possibilities: either the direct or the indirect object can usually become the subject of the passive transform.

   The Student Council gave Bob an award. ⟹

   An award was given (to) Bob by the Student Council.
   Bob was given an award by the Student Council.

4. Provide practice activities

   SAMPLE PRACTICE EXERCISE

   Directions: In the following sentences, change the prepositional phrase to an indirect object. Then change the sentence to the passive in the way that you think makes the better sentence.

   - The Eskimo gave a command to the dog.
   - The agent sold a house to the Robinsons.
   - Jethro left some money for you.
   - The cashier handed the change to the customer.
   - Charlene gave roses to her mother.
   - His father gave a scolding to Jimmy.

D. Given two appropriate sentences, the student will combine them by transforming the insert sentence into an objective complement.

1. Give models of the objective complement transformation after verbs like elect.

   Base: They named the baby (complement).
   Insert: The baby was Jacqueline.
   Result: They named the baby Jacqueline.

   Base: The club elected Henry_____.
   Insert: Henry was president.
   Result: The club elected Henry president.

2. Give models of the objective complement transformation after verbs like consider.

   Base: His friends consider Jeff_____.
   Insert: Jeff is a genius.
   Result: His friends consider Jeff a genius.

   Insert: Jeff is brilliant.
   Result: His friends consider Jeff brilliant.

   Base: The accident left him_____.
   Insert: He was a cripple.
   Result: The accident left him a cripple.

   Insert: He was lame.
   Result: The accident left him lame.

3. Guide students to observe that verbs like elect can be followed only by noun objective complements, while verbs like consider can be followed by both noun and adjective complements.

4. Ask students to change the model result sentences to the passive.

5. Provide practice activities.

   SAMPLE PRACTICE EXERCISE

   Directions: Write the result sentences.

   - Base: Jody found the work_____.
     Insert: The work was interesting.

   - Base: Judy named the cat_____.
     Insert: The cat was Cassandra.

- Base: The class elected Joan_____.
  Insert: Joan was president.

- Base: Most people consider him_____.
  Insert: He is guilty.

- Base: The judges named Elena_____.
  Insert: Elena was the most talented.

E. Given appropriate practice activities, the student will write correct sentences containing noun-noun combinations.

1. Introduce the possessive transformation and provide practice activities.

a. Give models.

Base: The dog is a champion.
Insert: Carl has a dog.
Result: Carl's dog is a champion.

Base: The father is a rancher.
Insert: The boys have a father.
Result: The boys' father is a rancher.

Base: The jobs are dangerous.
Insert: The men have jobs.
Result: The men's jobs are dangerous.

Base: The report was excellent.
Insert: Charles had a report.
Result: Charles's (or Charles') report was excellent.

For students whose first language is one of the Romance languages, it may be helpful to give them sentences like the following:

- The father of the boy is a rancher. ==== The boy's father....

b. Help students summarize the forms of the noun possessive.

SINGULAR	PLURAL
the boy's father	the boys' father
the man's job	the men's jobs
Charles's report	the Bateses' house

- To the singular add 's.

- If the plural ends in s, add only an apostrophe.

- If the plural does not end in s, add 's.

c. Provide practice in writing noun possessives.

SAMPLE PRACTICE EXERCISE

Directions: Replace the article in the base sentence with the possessive of the appropriate noun in the insert sentence, and write the result sentence.

Base: The new car is red.
Insert: Cal has a new car.

Base: The answer was correct
Insert: Bess had an answer.

Base: The toy is unbreakable.
Insert: The child has a toy.

Base: The uniforms are blue and gold.
Insert: The players have uniforms.

Base: The club meets on Tuesdays.
Insert: The women have a club.

d. Dictate sentences with noun possessives for students to write.

e. Have students write original sentences with noun possessives.

2. Present examples of compound nouns. Provide instruction and practice activities in punctuating a series of premodifiers of a noun.

a. Give examples of compound nouns which have become one word. Have students add others and give a basic sentence which shows the implied grammatical relationship between the two words.

mailman (The man delivers mail.)	handlebar
railroad	suitcase
prizefighter	frogman
anteater	birthmark
dishwasher	drugstore

b. Give examples of two-word compound nouns and have students add others. Again examine the relationship between the two nouns.

ice water	dog act
apple sauce	tear gas
seat cover	gas heater
television program	space heater

If students suggest examples with an ing form as the first word, the teacher may choose to discuss the gerund.

bowling ball (The ball is for bowling.)
dining room
boxing ring
frying pan
swimming pool

c. Give examples of nouns preceded by a series of modifiers: determiners, adjectives, and nouns.

- That talented, beautiful contest winner is my cousin.

- The sleepy little girl was holding a large plastic bride doll.

- He is an ambitious, successful car salesman.

- The little old woman shuffled along in a pair of dirty, shapeless, ragged canvas shoes.

Have students observe the punctuation. Lead them to discover that a comma is used when the word and can be inserted between the modifiers. We would not say "sleepy and little girl" or "little and old woman" because sleepy modifies little girl in the first example and little modifies old woman in the second.

d. Have students write and punctuate original sentences containing compound nouns preceded by a series of modifiers.

F. Given two or more appropriate sentences, the student will combine them into one acceptable sentence by using coordinate conjunctions or correlatives to produce compound sentence elements.

1. Give examples of sentences combined into one by coordinating sentence elements (subjects, predicates, objects, etc.) with and, but, and or.

The live oak is a shade tree.
The mahogany is a shade tree.
Result: The live oak and mahogany are shade trees.

That grove produces oranges.
It produces grapefruit.
It produces limes.
Result: That grove produces oranges, grapefruit, and limes.
Also correct: That grove produces oranges, grapefruit and limes.

The orange grove is small.
It is productive. (contrast)
Result: The orange grove is small but productive.

Lemons can be used in this recipe.
Limes can be used in this recipe. (choice)
Result: Lemons or limes can be used in this recipe.

2. Give examples of sentences combined by coordinating sentence elements with correlatives: both---and; not only---but also; either---or.

That grove produces oranges.
It produces grapefruit.
Result: That grove produces both oranges and grapefruit.

The fruit crops were damaged by the cold weather.
They were damaged by the strong winds.
Result: The fruit crops were damaged not only by the cold weather but also by the strong winds.

The owner comes to inspect the grove every day.
His sons come to inspect the grove every day. (choice)
Result: Either the owner or his sons come to inspect the grove every day.

(Have students observe that the verb agrees with the subject which is nearer to it.)

3. Provide practice activities as needed.

SAMPLE PRACTICE EXERCISE

Directions: Combine the following groups of sentences by compounding parts of the sentence with and, but, and or. Then rewrite those result sentences which you think would be improved by using the correlatives both---and, not only--but also, or either---or.

- Turkey lies in Europe.
  It lies in Asia, too.

- Greece lies northwest of European Turkey.
  Bulgaria lies northwest of European Turkey.

- The soil of the plateau is good.
  The soil of the plateau is thin. (contrast)

- The Turks usually have dark hair.
  They usually have dark skin.

- Turkey has a mild climate along the coasts.
  It has a harsh climate on the inland plateau. (contrast)

- The Turks are fond of skiing.
  They are fond of swimming.
  They are fond of soccer.
  They are fond of wrestling.

- Ships engage in overseas trade.
  They engage in coastal shipping. (choice)

- In 1683 the Turks tried to take Vienna.
  They failed. (contrast)

- In earlier times the Turks borrowed Arabic words.
  They used the Arabic alphabet.

- The Roman alphabet was adopted by the new government.
  The metric system was adopted by the new government.

- Turkey sells farm products to other countries.
  It buys manufactured goods from them.

- Students in the capital can go to a Turkish university.
  They can go to an American college. (choice)

4. Provide activities for those students who need practice in the use of personal pronouns in compound sentence elements.

SAMPLE PRACTICE EXERCISES

Directions: Combine each pair of sentences into one, using and to produce a compound part of a sentence.

- Harry went to a movie.
  I went to a movie.

- The coach gave Bill another chance.
  The coach gave me another chance.

- The team includes him.
  The team includes me.

- It was Sue who saw it.
  It was he who saw it.

- Mr. Carl paid Robert ten dollars for the yard work.
  He paid me ten dollars for the yard work.

Directions: Write original sentences containing compound elements, at least one of which is a personal pronoun.

G. Given two appropriate sentences, the student will combine them into a compound sentence, using one of the following:

- a coordinate conjunction (and, but, or, nor, for, so, yet), usually preceded by a comma

- a semicolon and a connector (moreover, however, therefore, ...)

- a semicolon, with no connecting word

1. Introduce compound sentences in which the clauses are joined by coordinate conjunctions. Provide practice in combining appropriate sentences into such compound sentences.

   a. Give example sentences. Have students identify in each the meaning relationship between the clauses which is indicated by the conjunction.

- The eland antelope is big and meaty, and the cows produce excellent milk. (added idea)

- In a Russian experiment elands have been milked and even ridden, so they may become a new kind of cattle. (result, not purpose)

- In parts of Africa cattle get a disease, but the elands remain healthy. (contrast)

- The European elk was tamed in the past, yet it has only recently been domesticated. (contrast)

- The elk can be used for transportation, or it can serve as a dairy animal. (choice, alternative)

- It needs no barn in the winter, nor does it require any food other than twigs, leaves, and bark. (both alternatives negative)

In the last sentence, have students observe the order of the subject and verb after nor.

b. Call attention to the punctuation of the preceding sentences. Then give examples of two cases in which a comma often is not used before a clause beginning with a coordinate conjunction.

(1) If the two clauses are short and closely related, the comma is often omitted.

- He called but no one answered.

(2) A semicolon is often used before a coordinate conjunction when either clause is long and contains a comma within it.

- The magazine contains a good article about James Bruce, who has been in Africa with the Peace Corps; but the story does not give the details about his birth, education, and background which we need for our report.

The teacher may wish to explain that the preceding sentence is an example of a compound-complex sentence and guide the students in examining its characteristics. Practice in producing

such sentences could be provided after work with the various types of subordinate clauses has been completed.

c. If students need more help in identifying the relationship between ideas, have them complete sentences like the following:

- Jim is looking for a job, for he_____.
- Tom is good at many sports, but his brother _____.
- Janie seldom studies for tests, yet _____.
- My grandmother rides a ten-speed bike, and my mother_____.
- We are going on a field trip next Monday, so you_____.
- You must write a report on the trip, or you _____.
- This book does not give the correct information, nor does it _____.

d. Give students pairs of sentences to be transformed into compound sentences with the clauses joined by coordinate conjunctions.

SAMPLE PRACTICE EXERCISE

Directions: Decide which coordinate conjunction (and, but, or, nor, for, so, yet) best expresses the relationship of the ideas in the two sentences. Then combine each pair into a compound sentence, using the conjunction you have chosen and inserting appropriate punctuation.

- Tornadoes are sometimes called twisters.
  A tornado at sea is called a waterspout.
  (added idea)
- A tornado is a very severe storm.
  It lasts only a short time. (contrast)
- A tornado can carry people and animals for hundreds of feet.
  It has a strong lifting force. (reason)

- During a tornado a person should lie under a bed or table.
  He may be hit by flying objects or glass. (alternative)

- A tornado is a serious danger.
  The Weather Service tries to warn people in a threatened area. (result)

- Trees are blown down on the edge of the funnel.
  Buildings explode in the center. (added idea)

- The path of a tornado is usually not very wide.
  It is not many miles long. (both alternatives negative)

- A tornado stays in one place only a few seconds.
  It can destroy everything in the area. (contrast)

2. Demonstrate how to produce compound sentences in which the two clauses are connected with a semicolon and the second clause contains a connector. Provide practive activities.

   a. Give examples of sentences of this type with the connector placed at the beginning of the second clause.

      - The building is in very poor condition; in fact, it was recently condemned.

      - The building was recently condemned; therefore it will soon be demolished.

      - The building was recently condemned; however, several families are still living in it.

   b. Demonstrate the difference between coordinate conjunctions and connectors by guiding students to discover that the conjunctions must remain between the clauses, while the connectors can be moved to various positions in the second clause.

c. Have students contribute to lists of connectors which can be substituted for the coordinate conjunctions and, but, and so.

and (enlarging on first idea)	so (result)
in fact	therefore
moreover	thus
in addition	hence
furthermore	accordingly
indeed	consequently
besides	

but, yet (contrast)

however
nevertheless
nonetheless

d. Demonstrate the punctuation of several examples, showing that intonation is a guide in determining whether or not to set off the connector with commas. Emphasize that the semicolon is placed at the end of the first clause.

- The building is in very poor condition; it was, in fact, recently condemned.

- The building is in very poor condition; it was recently condemned, in fact.

- The building was recently condemned; it therefore will soon be demolished.

- The building was recently condemned; it will soon, therefore, be demolished.

e. Provide practice activities in producing compound sentences like the preceding examples.

SAMPLE PRACTICE EXERCISE

Directions: Rewrite the following sentences, replacing the coordinate conjunctions with connectors and supplying appropriate punctuation. Then rewrite each sentence, changing the position of the connector.

- The African elephant has the largest teeth in the world, and its ears can measure as much as four feet in width.

- Asian bull elephants sometimes have tusks from four to five feet long, but many Asian elephants have no tusks at all.

- The tip of the trunk is very sensitive, so the elephant can use it to tell the shape and temperature of an object.

- The elephant is the largest land animal, yet a herd can go through the jungle very quietly.

- Elephants usually travel at about six miles an hour, but they can go as fast as twenty-five miles an hour.

- In early wars elephants were used to carry soldiers, and swords were sometimes attached to their tusks.

- Wild elephants eat almost constantly, but in captivity they eat much less.

- African elephants are harder to tame, so most circus elephants come from Asia.

3. Introduce compound sentences in which the two clauses are connected by a semicolon, with no connecting word. Provide practice activities in producing such sentences.

   a. Give examples like the following, and discuss with students the meaning relationship between the clauses.

      - Women in ancient Egypt used cosmetics; they blackened their eyebrows, colored their lips red, and dyed their fingernails.

      - Egypt has been called the gift of the Nile; there would have been no Egypt without the fertile soil deposited by the river.

      - Fertile soil bordered the Nile; away from the river valley stretched the desert.

   b. Give students pairs of related sentences to combine into compound sentences.

SAMPLE PRACTICE EXERCISE

Directions: Combine each pair of sentences into a compound sentence, using only a semicolon if the meaning relationship will be perfectly clear without a connecting word. If not, use a coordinating conjunction or connector, with appropriate punctuation. (Students could also rewrite each pair in as many ways as possible, evaluating the effectiveness of the various versions.)

- Ponce de Leon had heard stories of a fountain of youth.

  He came to this region to find it. (result)

- He saw many beautiful flowers in the area.

  He named the region Florida. (result)

- He returned later to found a colony.

  He was wounded by Indians and fled. (contrast)

- Florida's first schools were run by Spanish priests.

  Spanish and Indian children studied religion and the Spanish language. (result)

- Florida drew up a constitution in 1839.

  It had to wait for statehood until 1845. (contrast)

- Florida is one of the leading fishing states.

  Each year commercial fishermen catch about 180 million pounds of fish. (enlarging first idea)

- Many tourists are attracted to Florida.

  It has a warm climate and beautiful beaches. (reason)

II. Given two appropriate sentences containing the same noun phrase, the student will combine them by transforming the insert sentence into a relative clause.

1. Give the students models of relative clause transformations in which the relative pronoun (who, which, that) functions as the subject of a restrictive relative clause. (In transformations involving two sentences, the main clause sentence will be referred to as the base. The sentence to be transformed into a subordinate structure will be called the insert.) Provide practice activities as needed.

a. Present models like the following:

Base: The boy has recovered.
Insert: The boy was hurt in the game.
Result: The boy who was hurt in the game has recovered.
The boy that was hurt in the game has recovered.

Base: The dog is a poodle.
Insert: The dog was lost.
Result: The dog which (that) was lost is a poodle.

Ask the students to read the result sentences aloud and note whether there is an obligatory pause before the relative pronoun. Explain that a relative clause of this kind is called a restrictive clause and has the following characteristics:

- The relative pronoun that may be used interchangeably with who (for persons) or which (for non-persons).
- There is usually only a slight pause at the end of the clause and no obligatory pause before it.
- The clause is necessary to identify the referent of the noun phrase it modifies. (Which boy has recovered? The one who was hurt in the game.)
- Restrictive clauses are neither preceded nor followed by commas.

b. Give practice activities in producing sentences with restrictive relative clauses like those in the preceding models.

SAMPLE PRACTICE EXERCISE

Directions: Combine the two sentences by changing the insert sentence into a relative clause. Assume that the relative clause is necessary to identify which person or thing is meant.

- Base: Scientists are called botanists.
  Insert: Scientists study plants.
  Result: Scientists who (that) study plants are called botanists.

- Base: Plants are called annuals.
  Insert: The plants live only one year.

- Base: Many flowers have odors.
  Insert: The odors attract birds or insects.

- Base: The flower is the lily.
  Insert: The flower is the symbol of purity.

- Base: Oils are used for perfume.
  Insert: The oils are extracted from flowers.

- Base: A cactus is cultivated by gardeners.
  Insert: The gardeners live in Hawaii.

- Base: People often send flowers.
  Insert: The people want to cheer the sick.

2. Present models of nonrestrictive relative clause transformations in which the relative pronoun functions as the subject of the verb. Then provide practice activities.

   a. Present models like the following:

   - Base: Craig Stone has recovered.
     Insert: Craig Stone was hurt in the game.
     Result: Craig Stone, who was hurt in the game, has recovered.

   - Base: Cathy's dog is a toy poodle.
     Insert: Cathy's dog was a gift from her aunt.
     Result: Cathy's dog, which was a gift from her aunt, is a toy poodle.

   Ask questions that will lead students to the understanding that the following are characteristics of the nonrestrictive relative clause:

   - The relative pronoun <u>that</u> cannot be substituted for <u>who</u> or <u>which</u>.

- There is an obligatory pause both before and after the relative clause.

- The relative clause is not needed to identify the referent of the noun clause which it modifies.

- A nonrestrictive relative clause is preceded by a comma and is followed by a comma or, if it ends the sentence, by a period.

b. Give practice activities in producing sentences with nonrestrictive relative clauses like those in the preceding models.

SAMPLE PRACTICE EXERCISES

Directions: Combine the two sentences by transforming the second into a relative clause.

- Luther Burbank developed many new varieties.
  Luther Burbank was a famous plant breeder.

- Vincent van Gogh painted a still life of sunflowers.
  Vincent van Gogh was a famous Dutch artist.

- The lotus was often carved on buildings.
  The lotus was sacred to the ancient Egyptians.

- Poinsettias are popular at Christmas time.
  Poinsettias have beautiful red leaves.

- The McKee Jungle Gardens have a fine collection of water lilies.
  The McKee Jungle Gardens are in Vero Beach.

- Air plants live on the trunks and branches of trees.
  Air plants are called epiphytes.

- The Venus's-flytrap catches insects in its leaves.
  The Venus's-flytrap is carnivorous.

Directions: Combine the two sentences by transforming the second into a relative clause. Decide whether the relative clause is restrictive or nonrestrictive, and punctuate accordingly. Remember to use pronunciation and the <u>that</u> test as aids.

- The falcon is a bird.
  The bird is trained to hunt other birds.

- The gyrfalcon is about two feet long.
  The gyrfalcon is the largest of the falcons.

- The peregrine falcon has become rare in some areas.
  The peregrine falcon once was found throughout the world.

- Training falcons is a task.
  The task takes skill, time, and patience.

- Falconry is a method of hunting.
  The method was started in ancient Persia.

- The sparrow hawk eats insects.
  The insects damage crops.

- The sparrow hawk is a beautiful bird.
  The sparrow hawk is the smallest American falcon.

3. In the same manner present models of relative clause transformations in which the relative pronoun is the object of the verb in a restrictive clause. Provide practice activities.

   a. Present models like the following:

      Base: The man is from Texas.
      Insert: ↓----------whom
      He hired ~~the man~~.
      Result: The man whom he hired is from Texas.
      The man that he hired is from Texas.
      The man he hired is from Texas.

      Base: The story is about mountain climbing.
      Insert: ↓----------which
      We just read ~~the story~~.
      Result: The story which we just read is about mountain climbing.
      The story that we just read ...
      The story we just read ...

   b. Give practice activities in producing sentences with restrictive relative clauses like those in the preceding models.

SAMPLE PRACTICE EXERCISE

Directions: Combine the following pairs of sentences by transforming the second sentence into a relative clause. Write each result sentence in three ways: with whom or which in the first, that in the second, and the pronoun omitted in the third.

- The real estate agent was very helpful.
  The Wilsons contacted the agent.

- The building has three apartments.
  They bought the building.

- The price was not too high.
  They paid the price.

- The man is a retired mechanic.
  They hired the man to paint the building.

- The two apartments are furnished.
  They plan to rent two apartments.

4. Present models of nonrestrictive relative clause transformations in which the relative pronoun functions as the object of the verb. Ask questions that will lead students to the discovery that the relative pronoun that cannot be substituted for whom or which in a nonrestrictive clause, nor can the relative pronoun be omitted. Provide practice activities.

   a. Present models like the following:

      Base: Janie Thaw is a good homeroom president.
      Insert: The class elected ~~Janie Thaw~~ unanimously. (whom)
      Result: Janie Thaw, whom the class elected unanimously, is a good homeroom president.

      Base: Janie's new cat seems to be deaf.
      Insert: She bought ~~the cat~~ at a pet shop. (which)
      Result: Janie's new cat, which she bought at a pet shop, seems to be deaf.

b. Provide practice activities in sentences with nonrestrictive relative clauses like those in the preceding models.

SAMPLE PRACTICE EXERCISE

Directions: Combine the two sentences, transforming the second into a relative clause. Be sure to punctuate correctly.

- The Wizard of Oz still appears on television.
  Children always enjoy The Wizard of Oz.

- Jackson was finally put off the team.
  The coach had warned Jackson several times.

- Mr. James has been named athletic director.
  The students admire Mr. James as a coach.

- Mr. Berg's business was recently sold.
  He founded the business in 1940.

- Debbie Bryant is a former Miss America.
  We saw Debbie Bryant on television.

5. Present models of relative clause transformations in which the relative pronoun is the possessive whose. Explain that whose ordinarily refers only to persons. Provide practice activities.

a. Present models like the following:

Base: The student was given a savings bond.
Insert: ~~The student's~~ whose essay won first prize.
Result: The student whose essay won first prize was given a savings bond. (restrictive)

Base: Bob Wills was given a savings bond.
Insert: ~~Bob Wills's~~ whose essay won first prize.
Result: Bob Wills, whose essay won first prize, was given a savings bond. (nonrestrictive)

b. Provide practice activities.

SAMPLE PRACTICE EXERCISE

Directions: Combine the two sentences into one by transforming the second into a relative clause beginning with whose.

Decide whether the clause is restrictive or non-restrictive, and punctuate accordingly.

- The boy is lame.
  The boy's bike was stolen.

- Sue Blake brought the cookies.
  Sue's mother owns a bakery.

- Timmy is getting a new bike.
  Timmy's tenth birthday is tomorrow.

- He went bowling with a boy.
  The boy's name is Roberto.

- The girl is in your class.
  The girl's total score was the highest.

6. Present models of restrictive and nonrestrictive relative clause transformations in which the relative pronoun functions as the object of a preposition. Discuss the levels of formality involved in the alternatives. Then provide practice activities as needed.

   Base: The girl is my cousin.
   Insert: You were talking to the girl.
   Result: The girl to whom you were talking is my cousin.
   The girl whom you were talking to is my cousin.
   The girl you were talking to is my cousin.

   Base: The Baker Company has gone out of business.
   Insert: He was president of the Baker Company.
   Result: The Baker Company, of which he was president, has gone out of business.

7. Present models of relative clause transformations in which the relative clause is introduced by a relative adverb (when, where, why). Explain that these words are called relative adverbs when they introduce a clause which modifies a noun (the time when..., the place where ..., the reason why ...). Provide practice activities as needed.

   Base: The house is now a museum.
   where
   Insert: Edison lived ~~in the house~~.
   Result: The house where Edison lived is now a museum.

Base: Traffic is very heavy to Key Biscayne.
Insert: President Nixon has a home on Key Biscayne.
Result: Traffic is very heavy to Key Biscayne, where President Nixon has a home.

Base: That was the year.
Insert: You were born that year.
Result: That was the year when you were born.

Base: Tell me the reason.
Insert: You said that for a reason.
Result: Tell me the reason why you said that.

I. Given two appropriate sentences, the student will combine them into one, transforming the insert sentence into a subordinate clause introduced by a subordinate conjunction (if, as, whether, although, though, unless, while, before, since, after, because, so that, ...).

1. Give examples of complex sentences in which the subordinate clause follows the main clause.

a. Demonstrate that a sentence can be transformed into a subordinate clause by putting a subordinate conjunction before it.

He arrives early.
<u>if</u> he arrives early
<u>unless</u> he arrives early
<u>because</u> he arrives early
<u>although</u> he arrives early

Have students produce sentences orally by putting a main clause before each of the subordinate clauses above.

b. Have students identify in the following sentences the meaning of the subordinate clause in relation to the main clause.

- He can have the job <u>if he really wants to work</u>. (condition)
- The plane had arrived <u>before we reached the airport</u>. (time)
- I like Jill <u>because she is sincere</u>. (reason)

- David works after school so that he can buy a car. (purpose)

- You look as though you don't believe me. (manner)

c. Have students read aloud the preceding sentences and notice that there is no pause before the subordinate clause. Explain that, when the subordinate clause follows the main clause, there is usually no punctuation mark between the two. Exceptions are the subordinate conjunctions although, though, and whereas, which are often preceded by a comma.

d. Having students complete sentences like the following will provide an opportunity for clearing up any confusion about the use of such words as until, before, and after as prepositions and as subordinate conjunctions.

- Jack hopes to keep that job until_____.

- He bought the tickets before_____.

- He left school after_____.

- They have lived in that house since_____.

e. Present sentences demonstrating the different meanings of the subordinate conjunctions while, since, and as. Have students observe the differences in intonation and punctuation, and then ask them to produce similar sentences orally.

- Jane is staying with her grandmother while her parents are away. (time)

- Jane has dark hair and eyes, while her sister is very blond. (contrast)

- Mrs. Bragg has felt better since she had the operation. (time)

- Mrs. Bragg is feeling better, since she recently had an operation. (cause)

- He left the meeting as the program started. (time)

- He left the meeting early, as he had a dental appointment. (cause)

2. Give several examples of sentences with the subordinate clause following the main clause. Ask the students whether the order of the clauses could be reversed. Write their sentences on the board and demonstrate that a subordinate clause preceding a main clause is usually followed by a comma. The difference in intonation will be an aid in punctuation.

   - O. Henry left school to work in his uncle's drugstore when he was fifteen.
   - When he was fifteen, O. Henry left school to work in his uncle's drugstore.

   - O. Henry wrote and published several short stories while he was in prison.
   - While he was in prison, O. Henry wrote and published several short stories.

   - Howard Fast tried to join the Navy after he finished high school.
   - After he finished high school, Howard Fast tried to join the Navy.

   - Langston Hughes did all kinds of work to earn a living before he gained fame as a writer.
   - Before he gained fame as a writer, Langston Hughes did all kinds of work to earn a living.

3. Using the same examples, ask students whether the subordinate clause can be inserted within the main clause. As they read the result sentences aloud, they should have no difficulty in knowing how to punctuate.

   - O. Henry, when he was fifteen, left school to work in his uncle's drugstore.

   - O. Henry, while he was in prison, wrote and published several short stories.

   - Howard Fast, after he finished high school, tried to join the Navy.

   - Langston Hughes, before he gained fame as a writer, did all sorts of work to earn a living.

4. Provide practice activities.

SAMPLE PRACTICE EXERCISE

Directions: Combine each pair of sentences into one by changing the insert sentence into a subordinate clause. Then, whenever possible, rewrite the result sentence, changing the position of the subordinate clause.

- Base: Men have made and used maps.
  Insert: People first moved about the earth. (time)

- Base: Columbus was a map maker.
  Insert: No maps made by him are known to exist now. (contrast)

- Base: A motorist must know how to read a road map.
  Insert: He goes on a long trip. (condition)

- Base: Each feature on a map is drawn in reduced size.
  Insert: It can be shown on a paper or a globe. (purpose)

- Base: There are many kinds of maps.
  Insert: Maps serve many different purposes. (cause)

- Base: A traveler will recognize features from the map.
  Insert: He goes from one place to another. (time)

- Base: Students use general reference maps.
  Insert: They need information about a particular region. (time)

- Base: A general reference map may be mounted on a globe.
  Insert: Most maps are flat. (contrast)

J. Given two appropriate sentences, the student will combine them into one by transforming the insert sentence into a clause of comparison.

1. Give models of the comparative transformation.

Base: John is tall.
Insert: His brother is tall.
Result: Jonn is taller than his brother (is).

Base: Her sister is beautiful.
Insert: She is beautiful.
Result: Her sister is more beautiful than she (is).

Base: The movie is good.
Insert: The book is good.
Result: The movie is as good as the book (is).
The movie is better than the book.

Base: The movie is bad.
Insert: The book is bad.
Result: The movie is worse than the book (is).

Base: He plays tennis often.
Insert: I play tennis often.
Result: He plays tennis less (more) often than I (do).
(The teacher may wish at this point to discuss the substitution of <u>do</u> for the verb in the preceding sentence.)

2. Give students appropriate pairs of sentences and have them write result sentences with clauses of comparison.

SAMPLE PRACTICE EXERCISE

Directions: Combine the pairs of sentences by changing the insert sentence into a clause of comparison and making other necessary changes in the base sentence.

- Base: You are brave.
  Insert: I am brave.

- Base: His sister is short.
  Insert: He is short.

- Base: They are rich.
  Insert: We are rich.

- Base: Adelaide sings well.
  Insert: He sings well.

- Base: A cat needs care.
  Insert: A dog needs care.

K. Given two appropriate sentences, the student will combine them by transforming the insert sentence into a subordinate clause which functions as a noun substitute in the base sentence.

1. Introduce noun clauses beginning with <u>that</u>, and provide practice activities.

a. Give models of transformations in which a clause introduced by the subordinator <u>that</u> functions as a subject, object, or complement in the base sentence.

Base: SOMETHING is obvious. (subject)
Insert: Josie doesn't like housework.
Result: That Josie doesn't like housework is obvious.
It is obvious that Josie doesn't like housework.

(In the second transform, <u>it</u> is an expletive, and the <u>that</u> clause is still considered the subject of <u>is obvious</u>.)

Base: I hope SOMETHING. (object)
Insert: They will be on time.
Result: I hope (that) they will be on time.

Base: My opinion is SOMETHING (complement)
Insert: The matter must be settled at once.
Result: My opinion is that the matter must be settled at once.

b. Have students write transformations like the preceding models.

SAMPLE PRACTICE EXERCISE

Directions: Write the result sentences, changing the insert sentence into a <u>that</u> clause and inserting it into the indicated noun slot in the base sentence.

Base: I know _____.
Insert: He will accept the invitation.

Base: He excuse was _____.
Insert: He didn't have enough money.

Base: The reason for the delay was _____.
Insert: It had started to rain.

Base: _____ seems evident.
Insert: He is the guilty one. (Do two ways.)

Base: She thinks _____.
Insert: She is always right.

Base: The plan was _____.
Insert: Everyone should ride with Jeff's brother.

2. Introduce relative clauses functioning as noun substitutes, and provide practice activities.

   a. Give models of transformations in which a relative clause introduced by a relative pronoun functions as a noun substitute in the base sentence.

Base: I know SOMETHING (who).
Insert: ~~Someone~~ has your book.
Result: I know who has your book.

Base: The president announced SOMETHING (whom).
Insert: He had chosen ~~someone~~ as chairman.
Result: The president announced whom he had chosen as chairman.

Base: SOMETHING (what) is the problem.
Insert: ~~Something~~ should be done.
Result: What should be done is the problem.

Base: SOMEONE (whoever) will go to the state contest.
Insert: ~~Someone~~ wins first place.
Result: Whoever wins first place will go to the state contest.

Base: Give the information to SOMEONE.
whoever
Insert: ~~Someone~~ answers the phone.
Result: Give the information to whoever answers the phone.

b. Have students produce similar result sentences. A review of who and whom and a discussion of levels of usage may be helpful.

SAMPLE PRACTICE EXERCISE

Directions: Change the insert sentence into a relative clause by substituting a relative pronoun (who, whom, what, whoever, whomever, whatever) for the underlined word and changing the word order if necessary. Then write the result sentence, inserting the clause into the blank in the base sentence.

- Base: We can buy _____ at the store.
  Insert: We want something.

- Base: The police found out _____.
  Insert: Someone was to blame.

- Base: _____ will get the door prize.
  Insert. Someone arrives next.

- Base: Tell us _____.
  Insert: You have chosen someone.

c. Give models of transformations in which a relative clause introduced by a relative adverb functions as a noun substitute in the base sentence. The words how and why are usually classified as relative adverbs, along with where and when, in sentences of this type.

Base: I don't remember _____.
where
Insert: I met her ~~somewhere~~.
Result: I don't remember where I met her.

Base: Do you know _____.
when
Insert: The accident happened ~~at some time~~.
Result: Do you know when the accident happened?

Base: Tell me _____.
Insert: It happened in some manner.
Result: Tell me how it happened.

Base: He can't tell us _____.
Insert: He said that for some reason.
Result: He can't tell us why he said that.

d. Provide practice activities.

SAMPLE PRACTICE EXERCISE

Directions: Produce result sentences after replacing the underlined adverbials with when, where, how, or why.

- Base: This is _____.
  Insert: The game will take place here.

- Base: I don't know _____.
  Insert: He does it somehow.

- Base: _____is a secret.
  Insert: He will arrive sometime.

- Base: He explained _____.
  Insert: He was late for some reason.

- Base: The article described _____.
  Insert: She was dressed in some manner.

L. Given a sentence containing an indirect statement or question, the student will change it into a correctly punctuated sentence containing a direct quotation.

1. Give models of indirect statements or questions changed into direct quotations.

a. Paul Bunyan told Babe that people would think there was an earthquake if she ran like that.

Paul Bunyan said, "Babe, people will think there is an earthquake if you run like that." (explanatory statement at beginning)

"Babe, people will think there is an earthquake if you run like that," said Paul Bunyan. (explanatory statement at the end)

"Babe, said Paul Bunyan, "people will think there is an earthquake if you run like that." (explanatory statement within quoted sentence)

b. The chief cook told Paul they knew he'd save them. His men never worried. (quotation with two sentences)

The chief cook told Paul, "We knew you'd save us. Your men never worry." (explanatory statement at beginning)

"We knew you'd save us. Your men never worry," the chief cook told Paul. (explanatory statement at end)

"We knew you'd save us," the chief cook told Paul. "Your men never worry." (explanatory statement between two quoted sentences)

c. Paul asked where Johnny was.

Paul asked, "Where is Johnny?"

"Where is Johnny?" asked Paul.

d. The teacher said that everyone should read "Paul Bunyan and His Wonderful Blue Ox" before tomorrow.

The teacher said, "Everyone should read 'Paul Bunyan and His Wonderful Blue Ox' before tomorrow." (quotation within a quotation)

2. Provide practice activities as needed.

SAMPLE PRACTICE EXERCISE

Directions: Change the following indirect statements and questions into direct quotations as indicated.

- He said he would come to the beach later if he could. (Write the sentence in three ways, with the explanatory statement at the beginning, at the end, and within the quotation.)

- He said he couldn't come to the beach. He had to finish his work first. (Put the explanatory statement first at the beginning and then at the end.)

- The man asked what time it was. (Put the explanatory statement first at the beginning and then at the end.)

- The teacher said that we would read "The Raven" next week. (Put explanatory statement at beginning.)

M. Given examples of grammatical ambiguity, redundancy, and incomplete sentences, the student will write corrected or improved sentences.

1. Provide practice in correcting examples of grammatical ambiguity in student or other sentences as the occasion arises. Examples:

   - The victim was found bound and beaten by a man walking his dog.

   - A boy ran into Grandmother riding a bike down the street.

   - Jackie told her mother that she really should accept the invitation.

   - Aunt Martha was carrying a cat in a box with a fluffy tail.

   - At the age of eight, her family lived in a funeral parlor.

   - He was planning to be a doctor until he was ten years old.

   - Kevin expected to be rich while he was a boy.

   - They were planning a picnic until ten o'clock.

2. Provide practice in correcting examples of redundancy. Examples:

   - The man he said that.

   - Bill was there. His brother was there too.

   - The preparations have advanced forward steadily.

   - It was the completely perfect answer to the problem.

- A dead corpse was found in the woods.

- His favorite pastime that he enjoys most is water skiing.

- His mother is concerned about his excessive concern about being popular.

3. Provide practice in recognizing and correcting examples of incomplete sentences.

   SAMPLE PRACTICE EXERCISE

   Directions: Select those examples which are fragments and rewrite them as complete sentences.

   - Ahead was San Antonio, in the Mexican territory of Texas.

   - A young man who was forever singing about his sweetheart.

   - Racing their horses toward the town.

   - He had left.

   - Many Americans feeling that the territory really belonged to the United States.

   - Thinking it was time to declare their independence from Mexico.

   - The famous bowie knife that he had invented.

   - In the corner of the flag, against a blue background, was one big, white star.

   - No time for letter writing.

   - Remember the Alamo!

IV. STUDENT RESOURCES

A. State-adopted textbooks

Glatthorn, Allan A., et al. The Dynamics of Language, Books 1, 2, 3. Lexington, Mass.: D. C. Heath and Company, 1971.

Lester, Mark. Building Mature Sentences. The Random House English Series. New York: Random House, 1973.

_____. Constructing an English Grammar. The Random House English Series. New York: Random House, 1973.

Roberts, Paul. The Roberts English Series. New York: Harcourt, Brace and World, 1967. (Useful but no longer state-adopted)

B. Non-state-adopted textbooks

Allen, Harold B., et al. New Dimensions in English, Books I and II. Wichita: McCormick-Mathers, 1968. (paper)

Geist, Robert J. An Introduction to Modern Grammar. The Macmillan Language Series. New York: Macmillan, 1970. (Adopted 1973)

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Haider, Norman L. Structures of Sentences, 1 and 2. New York: Holt, Rinehart and Winston, 1967. (paper)

Kitzhaber, Albert R., et al. Language/Rhetoric. The Oregon Curriculum, Books I, II, III. New York: Holt, Rinehart and Winston, 1970. (paper)

Thompson, Charles Lamar. The New English Grammar. Belmont, California: Fearon Publishers, 1970. (paper)

V. TEACHER RESOURCES

A. Books

Bolinger, Dwight. Aspects of Language. New York: Harcourt, Brace and World, 1968.

Chomsky, Noam. Syntactic Structures. S-Gravenhage: Mouton and Co., 1957.

Gleason, H. A. Linguistics and English Grammar. New York: Holt, Rinehart and Winston, 1965.

Kitzhaber, Albert R., et al. Language/Rhetoric, A Self-Instructional Orientation for Teachers. The Oregon Curriculum. New York: Holt, Rinehart and Winston, 1968.

Lefevre, Carl A. Linguistics, English, and the Language Arts. Boston: Allyn and Bacon, 1970.

Malmstrom, Jean. An Introduction to Modern English Grammar. New York: Hayden Book Co., 1968.

Thomas, Owen. Transformational Grammar and the Teacher of English. New York: Holt, Rinehart and Winston, 1965.

B. Periodicals

Frank, Yakira H. "Correlating Language and Literature." English Journal, February 1972.

Jacobs, Roderick A. "Transformations, Style, and the Writing Experience." English Journal, April 1971.

Johnson, Sabina Thorne. "Some Tentative Strictures on Generative Rhetoric." College English, November 1969.

Winterowd, W. Ross. "The Grammar of Coherence." College English, May 1970.

ADDENDUM: Teachers should check current catalogue to keep up-to-date on new adoptions.